

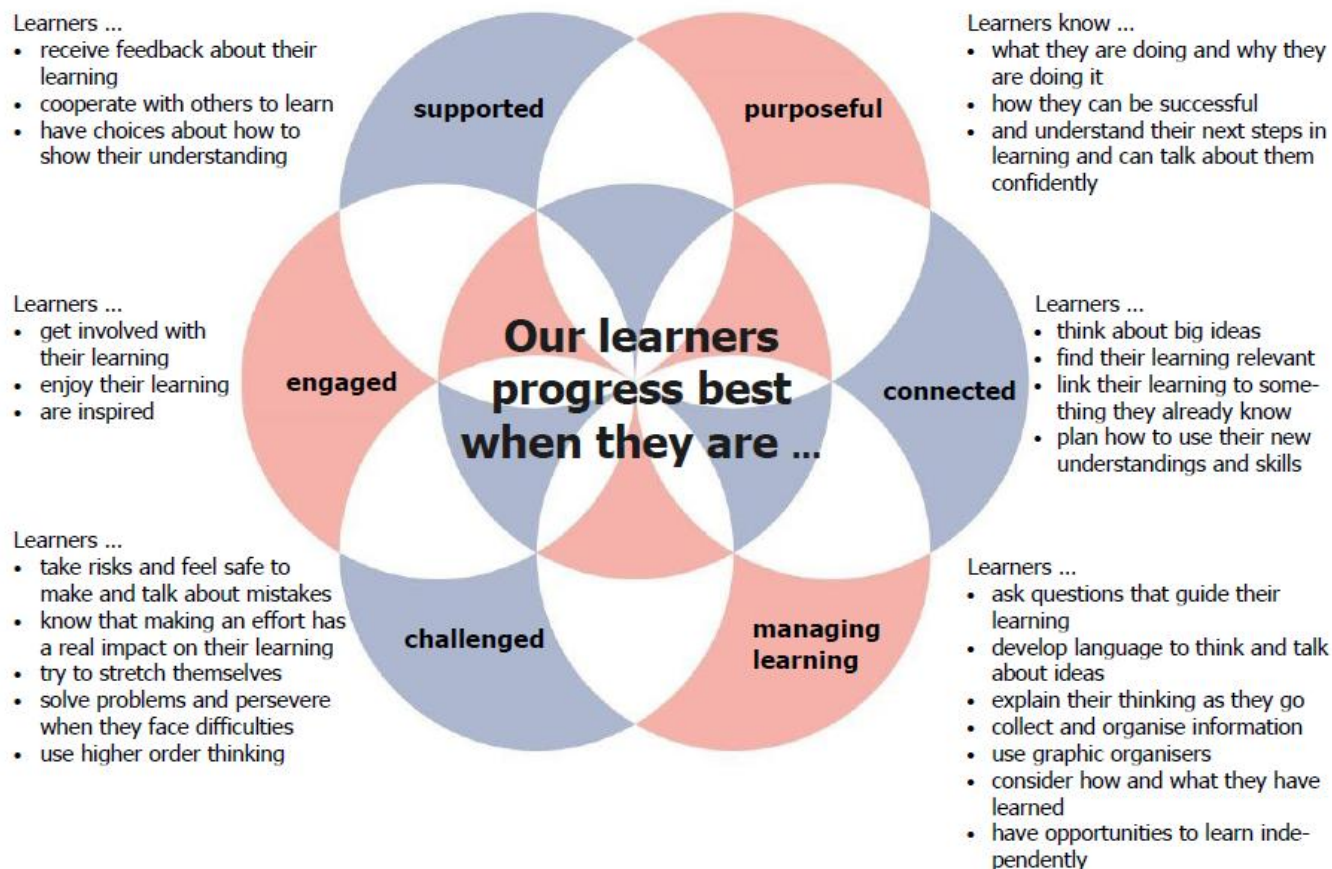


*Our core purpose is that every young person should gain as much as possible from our school, based on our belief that all learners can, need and want to achieve.*

## Learning and Teaching Policy

### Effective learning

At Doha British School (DBS) our approach to learning draws on current research into effective learning, which we summarise as follows:



### Learners

We want learners to grow in relation to the DBS Learner Profile, by striving to be:

**Inquirers:** I enjoy learning and nurture my curiosity. I am developing the skills that I will need to investigate and understand new ideas throughout my lifetime. I learn well independently or with others.

**Thinkers:** I ask deep questions that help to guide my learning. I think creatively and persist in understanding and solving challenges. I take actions and make decisions based on well-reasoned, caring thinking.

**Communicators:** I listen to the ideas and opinions of others, confidently sharing my own views and thoughts in

many ways. I can communicate in more than one language.

**Knowledgeable:** I develop deep understandings and knowledge across many areas of learning. I explore ideas that are important for me, my local community and across the globe.

**Risk-takers:** I am a problem solver who is ready to try things out - by myself and with other people. I know that making an effort helps me to learn and to grow as a person. I am positive and don't give up when changes and challenges come along.

**Principled:** I am honest, fair and respectful of others. I take responsibility for what I do.

**Caring:** I have a caring and respectful attitude towards people and the environment. I am sensitive to other people's feelings. I want to take actions that make a positive difference.

**Open-minded:** I value other people's cultures and traditions as well as my own. I want to explore many points of view and to grow from the experience.

**Well-balanced:** I take care of myself, eating healthily and staying active. I work hard at learning, but also make sure that I spend time with friends and family.

**Reflective:** I carefully consider how I think and learn so that I can develop as a person and as a learner. I ponder on my experiences and the world, reflecting on how I approach information and on the ideas that I have developed.

## Parents and the home

At DBS we recognise the key influence of parents, care givers and the home environment on learners and their progress. You can promote your child's learning by supporting their growth with respect to the DBS Learner Profile (above) and by:

**Encouraging self-management and independence.** Teach your children to be ...

- organised
- self-motivated
- self-disciplined

**Ensuring that your child arrives at school prepared for the day ahead:**

- well rested
- with the necessary equipment and nutrition

**Being interested in what happens at school:**

- Praise your child's effort and encourage improvement
- Talk to children about what and how they are learning
- Promote his / her interests

**Providing a variety of life experiences;** expose your child to different activities outside school to broaden understanding of the world

**Communicating with the school** to develop a partnership that supports your child's learning:

- Let the school know about family and personal matters that might affect your child and his / her learning
- Attend parent-teacher meetings
- Support reading at home and other homework

**Valuing school attendance** so that your child can maximise their learning throughout the school day and the school year

- Ensure that your child attends for at least 95% of the time that they should be at school

## Teachers

At DBS we want our teachers to develop as true professionals who are:

**Inquirers:** We have a growth mindset and a positive attitude to our own learning. We take responsibility for our professional development keeping our methods and strategies aligned with current research and practice.

**Thinkers:** We use critical and creative thinking skills to innovate and to solve problems. We analyse data to deepen our understanding of performance and to implement effective strategies to meet the needs of learners.

**Communicators:** We express ourselves clearly and respectfully. We collaborate effectively with other

**Date:** November 2014    **Developed by:** NBu, NKH, DMa, JBr    **Date for review:** November 2016

members of staff and work effectively in teams. We motivate our learners with our own enthusiasm and by using creative and inspirational methods of teaching, being conscious of our intercultural and multilingual setting.

- Knowledgeable:** We are advocates of research based pedagogy, being qualified teachers who possess current subject and curriculum knowledge. We know how to differentiate our teaching to match the diversity of our learners.
- Risk-takers:** We explore new ideas and strive to use innovative methods of teaching. We are resourceful and resilient in the face of challenges and change. If a way of learning is not working for a student, we try something else.
- Principled:** We act with professionalism and dedication. We are consistent and fair and have a strong sense of what is ethical and respectful. We inspire learners through effective role modeling. We focus on the needs of our learners, placing them at the centre of our work. We are committed to achieving whole school targets, working towards them purposefully.
- Caring:** We are empathetic and consider the needs of others. We show respect and offer support and guidance. We are committed to ensuring safe practice is maintained.
- Open-minded:** We are internationally minded people who value our own culture, heritage and personal history as well as those of others. We welcome and critically evaluate the viewpoints of others and are open to feedback.
- Well-balanced:** We understand the importance of balancing different aspects of our lives - work, family, social - to achieve wellbeing for ourselves and others.
- Reflective:** We thoughtfully reflect on our learners' progress so that we understand our strengths and weaknesses as teachers. We want to learn from our experiences and to move forward with our personal and professional lives.

### Learning @ DBS: In support of effective teaching

Teachers at DBS are expected to use high quality teaching strategies that bring about effective learning. The Learning @ DBS teacher portal houses supportive, practical information about effective learning, drawn from current research and illustrated by classroom examples from DBS and beyond. Its contents are aligned with our statement about effective learning.

Learning @ DBS also contains documents that provide guidance to teachers about school expectations. These documents outline ways in which the school monitors standards and provides supportive feedback to teachers, including:

- approaches to, and standards of, learning and teaching that are specific to different stages of schooling
- lesson observations, learning walks and drop ins
- coaching
- expectations of teacher created learning spaces, for instance displays
- departmental and year group reviews
- curriculum documentation
- planning
- assessment and tracking of progress - Centralised Mark Book (Secondary); assessment file (Primary)
- book looks
- supporting the DBS Learner Profile
- positive learning environments / behaviour for learning

DBS supports learning beyond the academic sphere by providing a programme of Extra Curricular Activities (ECAs). The Learning @ DBS portal gives guidance to teachers about how the quality and integrity of the ECA programme is to be maintained, along with a description of the range of activities that make up the programme.

## Policies that support learning and teaching

Assessment, marking and feedback

Attendance

Behaviour for learning / code of conduct

(anti) Bullying

Continuing Professional Development

Cover

Curriculum

Displays

Health and safety

Homework

Performance management

Safeguarding

SEN / Gifted and talented

Social media

Trips and visits